Contents of Volume 37 2005

Volume 37
Number 1
January-February 2005

Journal of Curriculum Studies JCS

CONTENTS

■ OP-ED

'Many hands make light work' but 'too many cooks spoil the broth': representing literacy teaching as a 'job for experts' undermines efforts to involve parents
Roz Stooke 3

■ ARTICLES

Allgemeinbildung readiness for living in risk society
Steffen Elmose and Wolff-Michael Roth 11

Testing, tests, and classroom texts
Dorothea Anagnostopoulos 35

Globalization, information and communication technologies, and the prospect of a 'global village': promises of inclusion or electronic colonization?
Michalinos Zembylas and Charalambos Vrasidas 65

History, identity, and the school curriculum in Northern Ireland: an empirical study of secondary students' ideas and perspectives
Keith C. Barton and Alan W. McCully 85

■ ESSAY REVIEW

Rethinking the school curriculum
Andrew Stables 117

Volume 37
Number 2
March-April 2005

■ ARTICLES

Examining how teachers judge student writing: an Australian case study
Claire Wyatt-Smith and Geraldine Castleton 131

Teacher perspectives on integrating ICT into subject teaching: commitment, constraints, caution, and change
Sara Hennessy, Kenneth Ruthven and Sue Brindley 155

Contents of Volume 37 2005

Volume 37
Number 1
January-February 2005

Journal of Curriculum Studies JCS

CONTENTS

■ OP-ED

'Many hands make light work' but 'too many cooks spoil the broth': representing literacy teaching as a 'job for experts' undermines efforts to involve parents
Roz Stooke 3

■ ARTICLES

Allgemeinbildung readiness for living in risk society
Steffen Elmose and Wolff-Michael Roth 11

Testing, tests, and classroom texts
Dorothea Anagnostopoulos 35

Globalization, information and communication technologies, and the prospect of a 'global village': promises of inclusion or electronic colonization?
Michalinos Zembylas and Charalambos Vrasidas 65

History, identity, and the school curriculum in Northern Ireland: an empirical study of secondary students' ideas and perspectives
Keith C. Barton and Alan W. McCully 85

■ ESSAY REVIEW

Rethinking the school curriculum
Andrew Stables 117

Volume 37
Number 2
March-April 2005

■ ARTICLES

Examining how teachers judge student writing: an Australian case study
Claire Wyatt-Smith and Geraldine Castleton 131

Teacher perspectives on integrating ICT into subject teaching: commitment, constraints, caution, and change
Sara Hennessy, Kenneth Ruthven and Sue Brindley 155

The making of South Africa's *National Curriculum Statement*
Linda Chisholm 193

■ ESSAY REVIEWS

Revolutionary reading
Henrietta Dombey 209

Ideas for the twenty-first century?
Elizabeth H. McEneaney 223

■ REVIEWS

Oversold and Underused: Computers in the Classroom by Larry Cuban
Cynthia Carter Ching 235

Evidence Matters: Randomized Trials in Education Research by F. Mosteller and R. Boruch
Laura D. Goodwin 240

An Introductory Reader to the Writings of Jim Cummins by C. Baker and N. H. Hornberger
Kip Téllez 241

How Theatre Educates: Convergences and Counterpoints With Artists, Scholars, and Advocates by Kathleen Gallagher and David Booth
Shifra Schonmann 244

The Possibilities of Play in the Classroom: On the Power of Aesthetic Experience in Teaching, Learning, and Researching by Margaret Macintyre Latta
Nancy Nourse 247

Volume 37
Number 3
May 2005

■ OP-ED

Leading or misleading? Distributed leadership and school improvement
Alma Harris 255

■ ARTICLES

A Vygotskian perspective on teacher education
Peter van Huizen, Bert van Oers and Theo Wubbels 267

Synoptic curriculum texts: representation of contemporary curriculum scholarship
Pyeong-Gook Kim and J. Dan Marshall 291

Parents: support or obstacle for curriculum innovation?
Uwe Gellert 313

The teacher as shaman
Clifford Mayes 329

■ ESSAY REVIEW

In search of a purpose for school history
Stéphane Lévesque 349

■ REVIEWS

Seeking Common Ground: Public Schools in a Diverse Society by David Tyack
Carolyn R. Dupont 359

History Lessons: Teaching, Learning and Testing in US History Classrooms by S. G. Grant
Bruce VanSledright 366

Discourse in Educational and Social Research by Margaret MacLure
Carl George Herndl 370

The Moral Dimensions of Teaching: Language, Power, and Culture in Classroom Interaction by Cary A. Buzzelli and Bill Johnston
Megan Jessiman 376

Volume 37
Number 4
July 2005

■ OP-ED

The theory and practice of pedagogical ethics: features for an ethical praxis in/out of special education
Rachel M. Heydon 381

■ ARTICLES

Distributed leadership: developing theory from practice
Helen S. Timperley 395

Understanding curriculum as normalizing text: disability studies meet curriculum thoery
Nirmala Erevelles 421

Dewey's conception of vocation: existential, aesthetic, and educational implications for teachers
Christopher Higgins 441

Practice in planning and planning in practice: re-assessing and clarifying action research in a multi-national context
Jim Kusch, Geisha Rebolledo and Charly Ryan 465

■ ESSAY REVIEW

Can we have more theory? An essay review of *Evaluation Practice Reconsidered*
Phil Frances Carspecken 483

Volume 37
Number 5
September 2005

■ OP-ED

Teachers as digital task designers: an agenda for research and professional development
Phillip A. Towndrow 507

■ ARTICLES

Curriculum coherence: an examination of US mathematics and science content standards from an international perspective
William H. Schmidt, Hsing Chi Wang and Curtis C. McKnight 525

Teaching *Shabanu*: the challenges of using world literature in the US social studies classroom
Margaret Smith Crocco 561

The first cut is the deepest: reflections on the state of animal dissection in biology education
Rian de Villiers and Martin Monk 583

Dissection reconsidered: a reaction to de Villiers and Monk's 'The first cut is the deepest'
Barbara Hug 601

The construction of a mathematical *habitus*: implications of ability grouping in the middle years
Robyn Zevenbergen 607

■ ESSAY REVIEW

The costs of accountability
David J. Flinders 621

Volume 37
Number 6
November 2005

■ ARTICLES

Speaking of race and ethnic identities: exploring multicultural curricula
Ruth Eileen Arber 633

Curriculum differentiation: multiple perspectives and developments in education
J. Terwel 653

Pedagogical love in the transactional curriculum
Blaine E. Hatt 671

■ RESPONSE

Rethinking the school curriculum: reply to Andrew Stables
John White, Terry Haydn, Kevin Williams, Peter Gill, Michael Hand, Edgar Jenkins, David Lambert, Bethan Marshall, Dawn Penney, Charles Plummeridge and John Steers 689

■ ESSAY REVIEWS

Historical consciousness: a viable paradigm for history education?
Sirkka Ahonen 697

Science education: for citizenship and/or for social justice?
Michalinos Zembylas 709

■ REVIEWS

The Evolution of Science Education as a Field of Research: Defining an Identity by P.J. Fensham
John Olson 723

Questioning Technology: Electronic Technologies and Educational Reform by Karen A. Ferneding
David O'Brien 726

A Disciplined Progressive Educator: The Life and Career of William Chandler Bagley by J. Wesley Null
David Roof 729

The White Architects of Black Education: Ideology and Power, 1865–1954 by William H. Watkins
Winston J. Akala 733

Literate Lives in the Information Age: Narratives of Literacy from the United States by Cynthia L. Selfe and Gail E. Hawisher (Eds)
Michelle Commeyras 735

■ ACKNOWLEDGEMENTS 739

■ CONTENTS OF VOLUME 37, AUTHOR INDEX 743